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JOURNAL OF EDUCATION

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MARCH 7, 1932

IN THIS ISSUE

The Trend Toward Co-operation — ELMER H. WILDS

Graduation Interprets the School — G. T. STUBBS

Shooting Ducks With Rifles — P. W. HORN

Students at the Microphone — RUSSELL V. BURKHARD

The Semi-Professional Curricula of Los Angeles Junior College — ORVIL F. MYERS

Fitting the "Magic Spectacles" — W. B. LINDSAY

Everyteacher—*A New Department* — ANSON W. BELDING

AND

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JOURNAL OF EDUCATION

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Managing Editor

Table of Contents

MARCH 7, 1932

EDITORIALS:—
Teaching Adults 197
A Characterization Is Impossible 197
My Relish of the Meeting 197
Co-operation in Education 197
School Building Problems 197
Teacher-Tenure Tragedy 198
William H. Hall 198
"Everychild," by Dr. Gerwig 198
TIMELY TOPICS 199
By Anson W. Belding
Looking Summerward 199
Longer Life and Shorter Work 199
What Facts? 199
EVERYTEACHER 200
By Anson W. Belding
THE TREND TOWARD CO-OPERATION 201
By Elmer H. Wilds
GRADUATION INTERPRETS THE SCHOOL 202
By G. T. Stubbs
SHOOTING DUCKS WITH RIFLES 204
By P. W. Horn
THE LIFE SCHOOL (Poem) 205
By Nixon Waterman
STUDENTS AT THE MICROPHONE 206
By Russell V. Burkhard
THE SEMI-PROFESSIONAL CURRICULA OF THE LOS ANGELES JUNIOR COLLEGE 207
By Orvil F. Myers
FITTING THE "MAGIC SPECTACLES" 209
By W. B. Lindsay
COMING OVER THE AIR 212
MUSIC UNDER DIFFICULTIES 213
By G. W. Powers
FINDING A LIFE WORK 214
By Arthur Dean
CHARACTER WORKSHOP 216
By Joseph B. Egan
THE BOOK TABLE 218
THE NEWS DIGEST 219
GRINS BETWEEN GRINDS 225

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Here It Is

IN your hands is the first regular issue of the twice-a-month JOURNAL OF EDUCATION. We hope you will like the magazine in its larger size, its altered appearance, and its new semi-monthly rhythm.

"Rhythm" is perhaps a misnomer, when the interplay of weeks and months is considered. We might have been more rhythmic if we had decided to publish on the first and fifteenth of each month, instead of the first and third Mondays. It seemed likely, however, that you would prefer to receive the JOURNAL on a certain day of the week, as formerly.

We believe our logical field and function are to be found in publishing twice a month. By doing this, we can supply a better balanced magazine, issue by issue, than was possible with the weekly, and at the same time we shall be able to maintain a reasonable degree of promptness in the delivery of news.

•

Speaking of news — we commend to your attention the section of the magazine now labeled for the first time "The News Digest." The present caption may help to emphasize the fact that our readers really receive two magazines in one.

Careful selection and brevity will be our aim, as in the past, for we intend this to be, in actual fact, a time-saving periodical; not just something else to clutter the desk of the busy schoolman.

•

A large part of the success of a magazine must always depend upon the responsiveness of its readers. News items of general interest will be welcomed from every source by the News Editor. Make this magazine, more than ever, a forum for the exchange of all that is worthwhile in education.

•

This number has been published from our new address at Six Park Street. Visit us when you come to Boston!

Our next issue — March 21 — will contain reports of the Washington meeting of the Department of Superintendence.

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JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

Teaching Adults

THERE is one factor in teaching adults that is not easy to remember. They must never be taught as though they are children. Adults must always be taught as adults, as though they had learned a lot without the aid of schooling.

There is no art in teaching children that applies to teaching adults. Children are learning by age levels. Adults are learning by experience levels, and not by age levels.

No normal child is on the same mental level at ten months as he was at ten days, but an adult may be at practically the same mental age at forty-five that he was at thirty-five provided he has had no change of experience socially, economically, and otherwise. An adult may have a greater mental change in one year than he had previously had in ten years.

The art of teaching an adult can never be learned by the art of teaching a child any more than the art of teaching a lad of ten can be learned by teaching a child of three.

• • •

A Characterization Is Impossible

THERE can be no characterization of the Washington meetings as I knew them from February 18 to 28. There was no personal or organization responsibility for anything, anywhere at any time.

There was a widespread assumption that the world crisis bestowed a legitimate right for everybody, everywhere, on every occasion to take a whack at anybody and everybody, anywhere and everywhere in a free-for-all fight in the name of education.

My hope is that I may discover individual incidental activities, attainments and achievements that will make the report of the Journal of Education, March 21, of exceptional value.

• • •

My Relish of the Meeting

CONDITIONS gave the Washington meeting a relish I have never enjoyed before.

I was there from early on Thursday, February 18, till noon of February 28, with no personal, program or professional responsibility except to see the game and umpire the players from the bleachers.

I had attended no summer or winter meeting of the National Education Association for twelve months. This had not occurred before for several years, and I had no across-the-continent study of American education in the same time. This had not occurred in any other recent year.

There had been twelve interesting weeks of travel, September 7 to November 22, 1931, and two most remarkable weeks from February 2 to February 17, 1932.

Consequently I was in unusual health and spirit to enjoy the opportunity to size up situations and estimate individual activities for the coming Report Number of the Journal of Education.

• • •

Co-operation in Education

AMERICAN education this year will be known in the future for the spirit of co-operation. Everywhere there is an unprecedented zeal for co-operation.

The most important feature of the Washington meeting was the genuine spirit of admiration and affection every time, in every thing between the Office of Education and the National Education Association.

The most important syndicate articles this year, the highest priced newspaper articles are Alfred E. Smith's articles on "Mistake to Economize on Schools," and "Don't Reduce Teachers' Salaries."

No one could have prophesied a year ago that in January, 1932, two such articles would be written by such a prominent personality, with such a political background, where there was such a pressure for economy.

There is the heartiest co-operation in education that has ever been known. The beginning of this famous co-operation of various traditional interests in the National Education Association was at Los Angeles in July, 1931, and it has been intensified in geometrical ratio ever since.

• • •

School Building Problems

THE Office of Education has taken the lead in studying the problems of school building at a time when this is one of the most extensive and expensive educational interests.

This is sometimes the most vexatious of city school problems.

The Office of Education proposed a National Advisory Council on school building problems.

The six New England states were the first to select the Regional Committee chairman, and one

of the few sections enthusiastically unanimous in their choice.

This was an exceptional honor to Superintendent Alexander J. Stoddard of Providence, the second largest city in New England.

Incidentally it may be said that Mr. Stoddard has had an unusual professional administrative record. He was the enthusiastic and unanimous choice of the Providence Board of Education over a field of national candidates when it was the most attractive vacancy in the country.

Mr. Stoddard is making good locally, and New England's choice of him as chairman of the New England committee demonstrates that he is already recognized as a New England leader in education.

• • •

Teacher-Tenure Tragedy

WE HAVE championed tenure for teachers heroically everywhere, every time that it has been an issue.

Imagine our shock to learn that in a state that has life tenure for teachers not a teacher on life tenure enrolled in either the State or National Association, while every non-tenure teacher enrolled in one or both. This was made public in a report from a section of a state that should have been a leader in professional ethics.

If that is to be the general effect of life tenure it will doom such legislation to a reversal of its policy.

The one argument for life tenure is to create leisure for professional peace and comfort.

• • •

American education in New York City, in Chicago, and in every city, county, and state of the Union is controlled by the spirit of the fifth annual report of Horace Mann as surely as the "heavens declare the glory of God and the firmament showeth his handiwork."

• • •

William H. Hall

WILLIAM H. HALL, West Hartford, Connecticut, is one of the most interesting of my professional friends of more than half-a-century.

At eighty-six years of age, and "emeritus" for eight years, he is teaching twenty-six periods each week of the school year in seven different schools of the town.

When I enjoyed a delightful visit with him in his beautiful home, recently, at the time of the State Association meeting in Hartford, I learned that he is teaching a practical intensive course in citizenship in sixth grade classes, in which each schoolroom is considered as a town and lessons are taught and practically illustrated, by the election of the usual officers of a New England town, the holding of town meetings duly warned, the assessment of property (each scholar's desk and contents), the collection of taxes, paid in cash or commercial checks, etc. This involves drill in parliamentary practice, which proves of great value to the boys and girls in connection with clubs, societies, and other similar organizations.

The students literally do everything that is really done so far as is possible, and learning to do by doing, are better prepared for actual citizenship later.

Mr. Hall also teaches West Hartford history intensively to thirteen fifth grade classes each week.

This keeps this teacher emeritus busy.

Mr. Hall has been officially connected with the public schools of his native town since September, 1872.

• • •

New York City, with a population about a third as great as that of the entire country when Horace Mann wrote his famous Fifth Annual Report, has more than a million Jews from the Old World and nearly a million Italians. There are descendants of every race, creed, and language in the schools of New York City.

• • •

"Everychild," by Dr. Gerwig

WE ARE using in this issue a review of "Everychild, An American Ideal," by George William Gerwig of the Henry C. Frick Educational Commission, of Pittsburgh, Pa.

The schools of Pittsburgh are among the best, if not literally the best city schools in the world, and George William Gerwig and the Henry C. Frick Educational Commission are largely responsible for much of their superiority.

"Everychild" is the best revelation of what Dr. Gerwig has done, and how he has learned what to have done and what not to have done in the Pittsburgh schools. It is a beautiful booklet of ten thousand words fascinatingly written by a literary artist.

There is no other treatise on schools comparable to this. It is fearless in its criticism of the best schools in the United States and fiercely frank in its comments on people and schools of all lands and cities.

The following sentence is from a paragraph on Bombay: "The babes of Bombay, as well as her heroically burden-bearing women have not had a whole chance. . . . Great Britain and India must realize that it is too late in the history of the world to erect a rich stately city from the blood of its childhood and womanhood."

Where would such a sentence as this be as frankly stated? "The amount of filth, ignorance, and superstition in Jerusalem is simply intolerable from any standpoint."

Timely Topics

Looking Summerward

MANY wise teachers are already laying plans to attend summer school this coming season. The summer classes are likely to prove very attractive this year. Not only will the schools themselves be on their mettle to supply the best courses possible, but teachers will see the advisability of improving their fitness for service. Hordes of newly trained teachers are clamoring for positions. Some of these new applicants have had more years of training than some who are now holding positions, and the new teachers will work for less pay. Hence teachers who are not too well intrenched by tenure laws will see a very practical reason for taking summer courses.

Apart from the sordidly competitive angle, however, the summer schools extend an alluring opportunity to gain that continual refreshment of professional life which teachers like to have. New surroundings, new associates, new inspiration, new tools to work with and a chance to go back to school as a learner instead of a leader—all these factors combine to pull the teachers and administrators of the schools into the schools which are operated to meet their demands.

Teachers who are undecided what to do this summer may welcome a word of suggestion from their directing officers.

When schools re-open next September, they will feel the stimulus of the summertime courses more beneficially than any other single influence.

• • •

Longer Life and Shorter Work

HEALTH education is a splendid thing, and we are all for it. But have we thought it through to its conclusions?

It is one of the means by which we are prolonging the span of human life. The present generation of young people, because of better observance of the laws of health and improvements in the art of healing, has a longer expectancy of life than any past generation.

And in the face of this our modern business world is beginning to scorn middle-aged workers and to cast them into the discard. Presumably the middle-aged workers are in better health, and are better qualified, both mentally and physically, to continue their work than workers of similar age ever were before. And just as they become better qualified they are no longer wanted by industry. This is not only a sacrifice of splendid economic material—a serious economic waste—but a proof of social cruelty and idiocy. What is society going to do with its constantly increasing hordes of elderly men and women, still capable of splendid work, who are forced into idleness? Maybe society wants to support the older third of its members with doles and pensions, thereby piling up the cost of government upon already overburdened taxpayers. But maybe society does not wish anything of the kind and merely isn't thinking in terms of social outcomes but only in terms of "me and my job." We need more social thinking and social action as well. Selfish individualism gets us nowhere but into trouble.

• • •

What Facts?

IN THE battle between the old education and the new, the old education is at a sorry pass in its determination to stand for the teaching of a certain body of facts—"the facts which every child should know." The modernists demand to know "What facts?" and "Who shall select them?" and "How shall the selecting be done?"

Not only are new facts being discovered all the time, increasing the sum total of possible information by geometric ratio, but old facts—or what were thought to be facts—are passing away almost as rapidly. The idea of a system of schooling in which no facts are to be learned is, of course, an absurdity. But the traditionists in education can no longer hold their ground by their claim that a specified collection of facts must be reverenced and set apart as essential.

The weakening of the old education at this sector enables the new education to push its theories of centering instruction around the individual child and his interests. There was no time for projects or special activities in a program which required every ounce of attention placed upon the mastery of facts. If the factual content of learning is reduced to a minimum—perhaps principles to be understood and applied rather than data to be memorized—more time will remain for the development of personal interests and aptitudes. Facts will be acquired, but they will be added casually, as the need arises in connection with problems and projects. This, after all, is the way we go on accumulating facts after school days are over.

Auson W. Belding

Everyteacher

By ANSON W. BELDING

A Common Denominator —Is There One?

BECAUSE it looks impossible, one likes to tackle it. The "it" refers to this business of conducting a page for all sorts and conditions of teachers. The attempt to interest so diverse a group is, I know, presumptuous. How does one know that anybody but the proofreader will read what is written?

It does chance to be a fact, however, that the vocation of teaching, no matter at what level you engage in it, is distinctly set apart from all other occupations. The task is of the same general nature, whatever the age level of the classes one seeks to instruct. All teachers undertake to aid in the development of minds and wills that are believed to be susceptible to guidance. All are employed in the challenging enterprise of moulding a better civilization. Plastic individuals are the delicate clay with which all teachers labor.

Every teacher is effective or ineffective, sincere or insincere, liked or disliked, a good citizen or a poor one, a helpful faculty member or an obstructive one, a leader or a driver, a clear thinker or a muddled one, an originator or a copyist, a smooth disciplinarian or a rough one, an inspiration or a discouragement to students, a just person or an unjust—not to mention all the ranges between the extremes here enumerated or all the other qualifications by which teachers of any and every rank are judged.

Why, then, must teachers always be separated according to the age levels at which they teach, or divided into public, private and parochial groups, or marked off into professors and doctors, instructors and ordinary or garden variety teachers?

Think back to the teachers who have left a lasting impression upon your life; teachers to whom you are grateful for all they did to put you on the right path. Do you esteem them in the order of their stations—those at the upper levels more than those at the lower? Naturally you do not.

• •

The Need of Salt

A TEACHER went forth to teach. He knew his subject well. He went into class with his head packed full of facts. He drilled and drilled. He explained and explained. He analyzed and summarized. He pounded and expounded. He examined and entered markings in a book.

But his teaching lacked salt. It failed to create a thirst. The mental food he cooked was flat and tasteless. His pupils ate only what they had to eat to carry them through the testing period. They never asked for extra helpings.

Forcible feeding may be useful in fattening ducks and hogs for market. It does not produce desirable results in education.

Instruction requires a bit of flavor. It demands enthusiasm and vividness. It calls for intellectual curiosity on the part of the teacher—a curiosity so genuine as to be contagious.

The best cooks are as well acquainted with palates as with plates.

Mental food can be too condensed. It may be cut too fine. It may be so fully predigested as to leave too little work for pupil gastronomics.

Blessed is the teacher that delighteth in his subject and causeth his disciples to share in that delight and to ask for more.

• •

Temporary Teaching

A YOUNG man giving the best that was in him to the task of supervising and teaching a small-town high school, was introduced to a clergyman, whose immediate salutation was a question: "Do you intend to stay in teaching?" The minister went on to declare that the curse of the teaching profession is the fact that so many persons engage in it temporarily, making it only a stepping stone to something else. Matrimony is one of the somethings elses, in the case of women.

Is this temporary nature of teaching an unmitigated evil? I have known some of the very best teachers to quit teaching early. Their withdrawal was, of course, a loss to the schools. But they had made a splendid contribution while they remained in teaching. They brought freshness and vigor to their work.

It is entirely possible for teachers who have no expectation of remaining in the classroom to render devoted service while they do remain.

• •

An Invitation

FRANKLY, I want your help to make this page a success—a success for you and other teachers. So I am asking you to write me a letter. I shall be interested in whatever interests you as a teacher. Let me suggest one or two points I should like especially to have you talk about.

How has teaching affected your personality? What has been your greatest reward so far? What is one of the most helpful thoughts you have ever heard or seen expressed—or conceived yourself—with regard to teaching?

Any one of these will be a sufficient excuse for writing me a note. And I shall be very grateful to you. So, perhaps, will others.

The Trend Toward Co-operation

By ELMER H. WILDS

Professor of Secondary Education, Western State Teachers College, Kalamazoo, Michigan

"Intrenched interests sponsoring these contests for commercial and recruiting purposes must be educated to see the undesirable effects of their policies . . . . Gradual substitution of co-operative inter-school activities for inter-school contests is undoubtedly feasible."

INTERSCHOLASTIC contests have become an extensive and important phase of secondary education. Although they are of comparatively recent origin, most of them having developed in our schools within the last quarter of a century, they have come to be of absorbing interest and considerable concern to large groups of individuals—pupils, teachers, parents, and the general public—those who participate in the activities, those who sponsor and direct them, and those who encourage them as supporters and spectators.

To the high school principals, especially, these contests are furnishing many baffling problems with the solution of which they are greatly concerned. These problems are not of a minor or temporary significance, and yet most of the attempts to solve them have been rather superficial and sporadic. What is greatly needed is a formulation of certain fundamental principles that will guide the administrator in desirable directions as he attacks these problems and tries to eliminate the evils involved.

The original athletic and forensic contests have been supplemented by many other types—musical, literary, journalistic, forensic, dramatic, academic, agricultural, and commercial. The entire field of inter-school contests should be studied as a unit; some basic principle should be evolved in the light of which some intelligent action can be taken toward the whole movement.

The educational theorist could build up a strong case for the complete elimination of inter-school contests. Although there are strong biological and psychological predispositions toward competitive activities, these are modifiable by processes of conditioning, sublimation, and substitution. Moreover, modern philosophical, sociological, economic, and educational conceptions point to the undesirability of competition in life and everything that contributes toward it. To help bring about the desired social and economic order, the school should educate more in the direction of co-operation and less in the direction of competition.

We are already doing this in the social studies of the curriculum and in the newer methods of classroom instruction. But in our extra-curricular program we seem to be going in the wrong direction. Surely a continued emphasis upon competition in the schools cannot help but have an effect in strengthening the competitive impulses of the students as they go out into the active affairs of life. Theoretically the desirable ultimate objective might well be to substitute co-operative activities for competitive activities in inter-school relationships.

ELMER H. WILDS

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But any study of the present status of inter-school contests will show that many practical difficulties stand in the way of any early realization of such an objective. The tide is running strong in the direction of increases in types and number of contests. Strong impelling motives must be overcome or redirected into other channels. Intrenched interests sponsoring these contests for commercial and recruiting purposes must be educated to see the undesirable effects of their policies upon the education of high school pupils. We cannot antagonize large groups by revolutionary procedures. Moreover, until we are surer of our theories, it would not be amiss to proceed rather carefully.

But the gradual substitution of co-operative inter-school activities for inter-school contests is undoubtedly feasible. In the meantime, while we are proceeding in that direction, we can immediately adopt such modi-

fications of the inter-school program as will minimize the undesirable effects of the contests, and make them contribute as much as possible toward the desired objectives of education. Many examples of such modifications are under way, and these and others like them should be encouraged. Eliminating duplications, centralization and unification of administration, shortening of schedules, reduction of pyramiding, provision of all-pupil participation, equalization of competitive strength, curtailment of specialized coaching, development of standards of good sportsmanship—all such modifications are desirable trends.

Nevertheless we should not be satisfied with modifications alone. Certain substitutes have already been developed. The National High School Orchestra and Band, All-State Orchestras, the National High School Chorus, music festivals, decisionless debates, play days and athletic festivals, all-school student councils, press conferences, school tours—all these have been developed, and their success offers much promise in the direction of inter-school co-operation.

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All these substitutions stress co-operation rather than competition. The students of different schools work *with* each other instead of *against* each other and usually for the benefit of others as well as themselves. If these substitutions and others like them gain headway in our schools and gradually come to supplant the traditional inter-school contests, the slogan of inter-school relationships can well cease to be *"Competition for Personal and Institutional Renown,"* and become instead *"Co-operation for Community and Social Service."* Then we shall have less need to voice the confession made in a prayer for teachers written by President Glenn Frank of the University of Wisconsin:—

"We have schooled our students to be clever competitors in the world as it is, when we should have been helping them to become creative co-operators in the making of the world as it is to be."

Graduation Interprets the School

By G. T. STUBBS
Superintendent, Durant, Oklahoma

IN PAST years the commencement programs in our school have been of the traditional type in which the programs were built around some outside speaker as the main attraction who was supposed to bring an inspirational message to the graduates. Other parts of the programs consisted of music, both group and solo types, with the final presentation of diplomas by the superintendent or some member of the Board of Education. In short, the entire program was largely given over to participation by adults and the graduates were merely "among those present."

During the 1929-30 school term the principal and teachers of the Senior High School gave some thought to the possibility of changing the type of commencement program common in this school. They were not satisfied with the programs our school was holding each year and since we were developing a new philosophy of secondary school organization and administration among the faculty and student body through a program of student activities and participation in the affairs of the school, a need of a new type of commencement program was felt.

•

Nothing definite or concrete came from the consideration of the problem during this term due to the fact that our faculty was not in full accord with the idea as yet. Tradition held some back and the fear of attempting the untried (at least as far as they were concerned) caused others to hesitate to take the first steps in casting aside the old for the new. Since neither the faculty nor students were quite ready to fully accept the new idea it was decided to postpone any further action until another year. It goes without saying that any change of this type would be a failure unless it was thoroughly understood and accepted by the faculty and students.

During the 1930-31 term the idea was again presented for consideration and after due consideration by the faculty and seniors it was decided to undertake the development of a new type of commencement for the 1931 program. *A general plan of a program was outlined to the faculty that had behind it the idea of interpreting the curriculum and activities of the senior high school to the public through the graduating class.* The plan called for a maximum of student participation with a minimum of adult participation in planning and presentation. It was emphasized that the faculty was not to put into the mouths of students what the faculty wanted said, but the students were to be encouraged to think for themselves, and in truth portray in their own way and as best they could the school as it

was, and not as we might want it.

Faculty and student committees were selected to work out the details of such a plan. Much discussion followed when these committees began to report, and as a result refinements of the plans were made, and best of all the entire faculty and student body were drawn into the project. No longer did any one doubt the wisdom of such a plan nor did anyone doubt that success was assured.

The plans called for a program of two parts interspersed with musical numbers. The first part would deal with the interpretation of the curricular program, and the second part would interpret the extra-curricular program of the school through talks and pageants by students representing the various curricular departments and organizations.

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The representatives of the various curricular departments and organizations were seniors nominated by the heads of the departments and sponsors of the organizations and elected by the graduating class to appear on the program. Naturally only the best and most outstanding students were selected, and everyone realized that much honor had been conferred upon those selected along with the responsibility of representing the graduating class and the school for the last time.

As a part of this report I am including a copy of the program as presented by the seniors on May 18, 1931. In order that you may understand some of the parts of the program, I shall attempt a brief explanation. Of course any explanation of such a program cannot do it justice and can only be inadequate in portraying the program as it was presented. To fully appreciate it, you must have been present and have had the opportunity to hear the interpretations given by those students and to witness the enthusiasm with which the program was delivered and received. We have preserved the manuscripts of the parts prepared and presented by the students, and hope each year to improve as succeeding classes present similar programs.

G. T. STUBBS

The program opened with the class processional to the accompaniment of the piano played by a senior girl who also played for the recessional. The invocation was delivered by a senior boy who was a representative from the Hi-Y Club, a Christian organization. The final benediction was pronounced by a senior girl who was a representative from the Girl Reserves, a Christian organization for girls similar to the Hi-Y. The president of the senior class presided during the program, and opened the program of interpretation by explaining the nature of the program to follow and the philosophy behind the idea. He ably prepared the audience for what was to follow. The president of the class was followed by a girl who reviewed the life of a high school student, and showed what the modern high school offers a student, and what she as a student had gotten from her experience in high school. She gave an overview in a generalized way or summed up for the audience the influences upon a student exerted by the departments and organizations to be presented later in the program.

Following this, each department and organization was presented by a student or group of students in a talk or a pageant. The attempt was made to show the activities of each department or organization and its part in the educational program, and what this individual student had gotten from his experience there. Everything presented in these talks was original with the speaker and no one had attempted to put words in his mouth. In fact, I doubt if we could have done as well had we written all the speeches and only asked that they be memorized.

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The Home Economics Department and the work of the Girl Reserves Club were presented as pageants in an impressive manner. The second part of the program was opened with a talk by a girl who interpreted the field of the extra-curricular and explained the work of the Home Room, Student Council, Guidance, the various clubs, and all the organizations going into our program in this field.

The only adult who appeared on the program during the evening was the vice-president of the Board of Education, who appeared as a representative of the board just long enough to formally present the president of the senior class with his diploma, and request that he present the remainder of the diplomas to his classmates. The president of the class accepted the diplomas in behalf of his class, and in very fitting words expressed the appreciation of the class for the opportunities afforded them and the hopes of the class for the future.

The effect of this program upon the patrons present was all that could be hoped for. It was generally hailed as a wonderful success and for weeks we continued to hear the good things being said about it. It was evident both from expressed impressions and the general comment that all had a new and better understanding of our high

school. Patrons had answers given them by their own students to questions they had been raising in their own minds for some time concerning the value of the things we were doing. Suffice it to say we shall continue this type of graduating program.

We are glad to most heartily commend it to other schools considering a change from the traditional type of commencement program.

COMMENCEMENT
May 18, 1931.

Processional — Vivian McPherson

Invocation — Donald Leecraft
Representative of Hi-Y Club

Introductory Speech — James Calhoun
President Senior Class

High School Life as a Senior Sees It
Mary Bess Hannah

Languages — Wanda Camden

English — Wilna Milburn

Social Sciences — Allen McPheron

Trumpet Solo: Premier Polka
Edwin Llewellyn
Charles Hewett

Science — Doyle Lemonds

Mathematics — Earl Willhoite

Commerce — LaNeil Blackburn

Home Economics — Mary June Sauls

My Lady Chloe — Clough-Leighter
Girls Quartette (Composed largely of Seniors).

Extra-Curricular Activities
Bertha M. Newberry

Athletics — Rosser Laughlin

Hi-Y Club — Donald Leecraft

Girl Reserves — Dorothy Bentley

Presentation of Diplomas
By Mr. E. M. Evans, Vice-President, Board of Education, to James Calhoun, President Senior Class.

Benediction — Dorothy Bentley
Representative Girl Reserves

Recessional — Vivian McPherson

Shooting Ducks With Rifles

An Appreciation of the Elementary Teacher

By P. W. HORN
President, Texas Technological College, Lubbock

WE are told by "Who's Who in America" that a certain gentleman was once superintendent of city schools in Spartanburg, South Carolina. There is every reason to believe that he was a good one. He held the degree of Bachelor of Arts from a good small college in South Carolina. A little later he went to Harvard, and obtained his Master's degree. Still later, he obtained his Doctor's degree.

The next we hear of him, he is a professor in Harvard. Next, he is president of the A. and M. College of Texas, and then of the University of Texas. Still later he was a member of the Cabinet of the President of the United States. He is at present an official in the American Telephone Company. His name, if you care to know it, is David Franklin Houston.

The point about it is that when he secured a higher degree than that of Bachelor of Arts, he immediately lost any direct contact with the elementary and secondary school system. His additional scholarship was undoubtedly of value to him. It undoubtedly helped him to render genuine service in the work of higher education and in the political life of his nation. Nevertheless, it deprived the nation of the services of an excellent superintendent of city schools in the process.

On two occasions when I was superintendent of a city school system, we had as head of the department of chemistry in one of our high schools a man holding a Master's degree from a great university. Each one of these men obtained leave of absence to go back to the university to obtain his Doctor's degree. Neither one of them ever returned to high school work. One of them is now heading the department of chemistry in a college and the other is now dead. The desire of these two men for a higher academic degree was to their credit, and no doubt it increased their efficiency in general. In each instance, however, it deprived the high school of an excellent teacher of chemistry.

During the same period we had several doctors of philosophy who filled places in our high school faculties. The truth about it is, however, that not one of these was the best teacher we had in the high school. With few exceptions, their stay in high school work was only temporary.

Every one who is informed on the subject knows that it is highly desirable that the superintendent of city schools and the other workers in elementary education should improve their scholarship to the highest degree possible, and yet, the cases cited above show the acquisition of such scholarship sometimes takes the worker out of touch with elementary school work.

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Problem: What to do about it?

In certain states in the Union there is a law against shooting ducks with rifles. The idea behind such a law seems to be that the ducks ought to have a chance. It is not fair to shoot at them with guns that can kill a mile away. In general, such a law would seem not to be necessary; because the average hunter would

not think it worth while to equip himself with gun power enough to kill a lion if he were in reality only going to shoot at so small a creature as a duck.

Some similar notion seems to prevail in the mind of some of our elementary school workers. They seem to think that if they are going to deal with small game, such as they consider children in the elementary grades to be, it is necessary that they have only comparatively meagre equipment. If they secure a higher degree of scholarship, they have the idea that they ought to shoot at what they consider bigger game; such, for instance, as college or university students.

The remedy for the situation is not to be found in the decrying of scholarship. It is not to be found in merely standing still. The real remedy is to be found in showing the elementary school teacher that she is in reality not dealing with ducks, but with lions. Her task, instead of being insignificant, is relatively as difficult and fully as important as is the task of the professor in college or university.

As a matter of fact, the task of elementary education is the most important task with which the nation is concerned. It requires just as much of real ability as does educational work in high school or in college.

"As a matter of fact the task of elementary education is the most important task with which the nation is concerned. It requires just as much of real ability as does educational work in high school or in college. . . . The woman who can influence the reading, writing, and spelling of the little children in the first grades in a given city holds an educational position as influential as any position in the state. It ought to be rewarded as well."

Incidentally, it should be as well rewarded. If the elementary school teacher finds that in order to increase her earning power, it is necessary for her to teach in high school or in college, you need not be surprised if she seeks to change her work. She may really prefer to work with the younger children. If, however, she cannot increase her earning power until she teaches in the college, then she will seek a college position.

Let us, by all means, encourage our city superintendents, our principals, and other elementary school teachers to improve their scholarship to the greatest degree possible, but while we are doing so, let us make it clear to them that they are not after small game, but after big game. Let us encourage them to think of their educational problems in the large as well as in the small. And, let us give them financial remuneration that is at least equal to that secured by teachers in other lines of work.

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Let us admit that when Dr. Houston left the elementary school work for university work, he may have found work more in accordance with his taste. Let us admit that he may have found more remunerative work. But let us make it perfectly clear that he did not take up work of more usefulness or work demanding any higher degree of skill.

The superintendency of the city schools of Houston, Dallas, or San Antonio is fully as influential and is as important a position as is the presidency of the University of Texas. The superintendency of schools in New York, Chicago, or Philadelphia is a position that is, or ought to be, equal in importance and dignity with the presidency of any university in the nation.

The woman who can influence the reading, writing and spelling of the little children in the first grades in a given city holds an educational position as influential as any position in the State. It ought to be rewarded as well.

The Life School

By Nixon Waterman

My little boy came from his school today
With his heart in a flurry of glee:
"O papa! they've taken our pencils away,
And I'm writing with ink!" said he,
And his breast is filled with manly pride,
For it joys him much to think
He has laid his pencil and slate aside,
And is writing his words in ink.

O innocent child! Could you guess the truth
You would ask of the years to stay
Mid the slate and pencil cares of youth
That a tear will wash away;
For out in the great, wide world of men
The wrongs we may do or think
Can never be blotted out again,
For we write them all in ink.

Students at the Microphone

By RUSSELL V. BURKHARD

Principal, Frank A. Day Junior High School, Newtonville, Mass.

FORTUNATELY, the Frank A. Day Junior High School of Newtonville, Massachusetts, is equipped with a public address system. This includes radio speakers for each room, two microphones, and a control board which makes it possible to receive outside broadcasts. In addition, it is possible for us to make up our own offerings, musical or otherwise, for a building program.

A radio committee keeps in touch with the desirable outside offerings by means of mailed bulletins, newspapers and by encouraging suggestions from pupils as to items which they feel might be helpful to any phase of the curriculum.

It is our impression that radio offerings are best assimilated in small groups, such as a homeroom or a subject division. And, particularly so, when not only the way has been intelligently prepared, but also when there is a definite follow-up under teacher guidance.

Because our junior high school hours are from 8.30 to 2.15 we are limited in our choice of outside material. The Damrosch Appreciation Hour, Fridays, is of course, brought in; likewise, we endeavor to make use of the beneficial data issued by the Radio Research Bureau, Institute of School Experimentation, Teachers College, New York. This material, by the way, contains many helpful hints as to valuable radio contacts. In many cases, however, it is inconvenient for our Boston district, because most of the features listed originate in the New York area on local outlets. There is an occasional item that can be picked up, however, for some definite consumption to meet our needs at the F. A. Day Junior High School. It is also a bit unfortunate that we are not able to take in the good offering of the American School of the Air, coming as it does out of our school hours on Monday through Fridays from 2.30 to 3. However, one recitation group after another does find some interesting item for its particular use during the week.

Constructive radio contacts to be made at home, both for the child and the parent, are constantly being suggested, and in some cases, when they are unusually desirable, the effort is made to get pupils to "cover" these broadcasts and report back their findings to the group.

We have endeavored to work out a student broadcast for our own school community consumption. At present this is a weekly feature.

The faculty radio committee gets together a representative student group at least twenty-four hours prior to the regular broadcasting day. The news possibilities and other features are discussed and the program arranged to consume a definite time; a maximum of ten minutes of the homeroom period seems desirable. The opportunity to practice microphone address is afforded each youngster who is to broadcast.

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The student body has become accustomed to expect these local radio broadcasts at a definite day and hour. They are prepared to take any notes, and are in groups no larger than the usual classroom with a teacher in charge of each room.

On the dot, usually 8.35 a.m., the switch throws on the whole building, and the pupil in charge announces: "Good morning, teachers and pupils of the F. A. Day Junior High School." Then follow brief news items: first, of the school; second, of

> "Believing that education is very much the business of human relations, we feel that this student broadcast feature is beneficial. There is evidence to date to show that the offering is anticipated keenly, not only by the pupils, but also by the staff. We like to feel that it is not necessarily confined to producing desirable outcomes, particularly from the department of English, let us say, or Social Studies, rather that it is an activity open to all boys and girls of the school, regardless."

the city; third, of the state; of the nation and of the world, told in pupil language with a pupil perspective. The previous week a question had been submitted to the school on some appropriate social topic, such as: What is there about Holland and Switzerland that seems to keep them out of wars? The most thoughtful answer from the seventh, eighth and ninth grades is read directly over the "mike" by the authors; the "mike" being pushed around the broadcasting table from one to the other of the pupil group.

The pupil announcer then asks the boys and girls of the school to take from dictation the best question of the week previously dropped in the "Radio Question Box," the merits of this question having been previously determined by the pupil-teacher radio committee. Sometimes the author announces his own question, or the chairman of the week may do so, at which time all pupils are invited to respond by dropping their answers in the "Radio Answer Box" at least three days before the next broadcast. This whole broadcasting feature comes to a cheerful close within the allotted time, the homeroom teacher consolidating the work after the speakers are shut off.

Believing that education is very much the business of human relations, we feel that this student broadcast feature is beneficial. There is evidence to date to show that the offering is anticipated keenly, not only by the pupils, but also by the staff. We like to feel that it is not necessarily confined to producing desirable outcomes, particularly from the department of English, let us say, or Social Studies, rather that it is an activity open to all boys and girls of the school, regardless.

It appears to us who have had a reasonable opportunity to observe, that the student broadcast as given at the F. A. Day Junior High School is a genuine and worthy experience. We hope also to avoid making the same mistakes too many times.

It would be helpful to hear about similar experiences from other schools.

The Semi-Professional Curricula of The Los Angeles Junior College

By ORVIL F. MYERS
Los Angeles, California

THE preparation of the semi-professional curricula of the Los Angeles Junior College has proceeded from certain convictions as to a neglected area in the American scheme of education.

The first conviction is that American education has not yet become thoroughly Americanized; that it has not yet completely adjusted itself to the needs and conditions of American life. Upon the basis of the type of work engaged in, the American population of employed may be divided into three groups. There are those engaged in specific occupations of a non-technical nature; those engaged in specific occupations of highly technical and professional nature; and those engaged in vocational fields making use of two or more specific occupational activities. Training for the first group, in specific occupations, is provided by the trade schools. Training for the highly specialized and professional group is provided by the universities. Little has been done, however, toward the development of schools for the training of the third group, those working in fields which require the skill and knowledge of two or more specific occupational activities. This working group is designated by the Los Angeles Junior College as "semi-professional."

This semi-professional group needs a type of training beyond that offered by the high school, yet not as detailed or technical as that offered by the university. The offering of the trade school is too much restricted to specific occupations to be adequate to their needs. This group is in need of a type of training that has not been supplied in the American educational system. Under present schemes of organization the need cannot be met either by the trade school or the university.

The logical educational unit to meet the needs of the semi-professional group is the junior college. Its two-year course is a period sufficient for the undertaking, and the complete separation of the junior college from both the high school and the university offers a favorable opportunity for the development of the distinct type of education needed by such a group.[1]

Such a place and function for the junior college was suggested in a statement by the late Dr. Alexis F. Lange, dean of the School of Education, University of California, in 1918. He said: "The junior college will function adequately if its first concern is with those who will go no farther, if it meets local needs efficiently, and if it turns many away from the university into vocations for which training has

1. Cf. O. F. Myers, "The Articulation of the Junior College and High School." Los Angeles School Journal—December 7, 1931.

not hitherto been afforded by our school system."

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Additional support for this view is given by the facts gained through the study of individual differences in pupils. These facts make it evident that pupils should not be subjected to the same general type of education throughout their school years. These facts have been known for years, but little adjustment in the school organization has been made to meet the needs implied by such differences. The important individual differences are those of interest and aptitude. These very clearly follow the lines of the three groups already described. The university group is interested in the detailed and technical training demanded by the professions and scholarship. The trade school group is interested in training of brief duration that will fit the individual for a very specific occupation. The semi-professional group do not want a long and intensive training for their life occupations, but they do want training for a vocational field rather than for a specific occupation. They want training that is sound and thorough, but more limited in intensity than that offered by the university.

In September, 1929, Los Angeles opened the doors of its new public junior college and adopted as its purpose the training of this neglected, semi-professional group. The institution was prepared to offer college preparatory courses which duplicated the work given in the first two years at the University of California. In this the Los Angeles Junior College followed the procedure of all junior colleges in the state. But the emphasis of the college was placed upon terminal occupational courses, which it designated as semi-professional. The semi-professional curricula appear first in the catalogue. They also have the place of first importance in the consideration and interest of the faculty and the officers of administration.

With such a philosophy for the junior college, it is at once evident that the courses offered in the semi-professional curricula must be distinctly different from those offered in the college preparatory field. How were such curricula to be built?

In order to fit these courses most completely to the semi-professional needs of the community, a very careful study was made of the number of occupations of semi-professional level which formed a part of the economic activities of the locality. The method used in building the various curricula can best be shown by indicating the procedure followed in two sample curricula.

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The Curriculum for Secretarial and Laboratory Assistants.—The course to equip young women to be secretarial and laboratory assistants to physicians and dentists was arrived at with the aid of the Los Angeles County Medical Association and the Los Angeles County Dental Association. These professional societies appointed committees from each unit which, separately, and then jointly, formed a tentative course of study that suited their common needs. Their joint committee met then with the administrative officers and the members of the faculty of the junior college most concerned, and here prepared a course of study that fulfilled the demands of the college and also met the needs of the profession.

Curriculum in Banking and Finance.—The courses in banking and finance were approached in much the same way. The American Banking Institute offers to in-service employees certain courses of training. These courses served as a basis of study for the group. Leaders in the banking field of Los Angeles gave valuable aid to the faculty of the college in the construction of the courses designed to prepare for this vocational field.

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Such co-operative committees gave opportunity to interpret the school to commerce and the professions, and at the same time helped to translate to the school more of life's realities. The professional man and the teacher each learned the problems, the limitations, and the possibilities of the other. The outcome was definitely advantageous to the student, the employer, and the community.

The result of such an approach gave the Junior College a series of semi-professional curricula that are much more than mere theory. The predominating attitude is how best to be of service to students in their preparation for these fields of work. The resulting curricula are quite different from the ordinary vocational training course. The tendency is distinctly away from the trade school idea. The emphasis is in the direction of training for a vocational field rather than for a specific occupation.

A detailed study of any of the semi-professional curricula of the Los Angeles Junior College will readily show that in each there is specific training for a number of particular occupations within a given semi-professional field. An illustration may be had in the Mechanical Engineering Curriculum by noting the courses in plane surveying, mechanical drawing, machine design, electrical engineering, heat engineering, mechanics, and hydraulics.

But the study of the demands of semi-professional life brought to light another aspect of the problem. The semi-professional curricula must be not only broadly vocational, as concerns any one field; they also must be liberalizing and cultural. To meet this requirement it was provided that approximately one-half of the courses in each curriculum should be cultural, i.e., include English, history, philosophy, psychology, etc.

In meeting this demand, however, it was quickly discovered that it would be impossible to graft a cultural course of the university type on a semi-professional vocational curriculum. The cultural courses must be made semi-professional as well. An entirely different point of view must be adopted in organizing the course than that demanded by the university course.[2] Something of the difficulty in such an undertaking can be appreciated by considering the problems involved in semi-professionalizing a traditional course in philosophy. At present the Los Angeles Junior College offers work in nineteen different semi-professional curricula.

In the end, the semi-professional ideal for the junior college leads to certain implications as to the place of such an institution in the American educational system. First, it makes the junior college a distinct collegiate educational unit. An institution to bridge a very definite educational gap and to meet a distinct educational need. Second, it removes the junior college from any needed articulation with the high school, and leaves it free to articulate its offering directly with life. Third, it opens the way for the establishment of the junior college upon such a basis as in no way to encroach upon the work now done by the university and the four-year college.

2. Cf. O. D. Richardson, "English for Semi-professional Students." The Junior College Journal, Vol. II, October, 1931, p. 30.

Fitting the "Magic Spectacles"

By W. B. LINDSAY

Hall and McCreary Company, Chicago

AS A TEMPORARY rural teacher, the writer remembers reading to his fascinated pupils about the "magic spectacles" that the heroine wore which enabled her to "listen in" on all the activities around her. The thought suggests the inestimable opportunities and responsibilities of reading instruction: To provide the magic spectacles that will unfold all life to the child. Reading need not, and probably should not be merely "to forget the ache of the actual," but rather a stimulant to more thoughtful and useful participation in the environing life of the reader.

W. B. LINDSAY

Somehow, we cannot forget the stimulating thought of the magic of informed intelligence through reading. However, we are aware that indiscriminate and undirected activity may lead to dissipation of energy and loss of opportunity in all manner of ways difficult to set down in brief comment. We can well recall wise statements of the sage leaders of different periods of culture—what Bacon and Carlyle and Acton and many, many others have written on books and their use. However, how may all this wisdom be collated and set down for the guidance of the beginner? This is the school's task and that of the author of reading material for the schools.

One writer in a research journal, amongst other pertinent remarks, said that "Teachers do not have a clear idea of just what is to be done by their pupils while learning to read." Kerfoot in her interesting book says: "Words are the push buttons of ideas." This suggests the thought that the mind of the child may represent the chaotic and undisciplined forces of nature which, when properly directed, may benefit both nature and mankind. There is a tremendous responsibility that must be accepted by the teacher of reading of helping to open the child's mind. We are apt to forget the fact that there has been a cumulative development going on with the child even if he has not been in school and cannot read. Learning to read, we sometimes forget, unlocks not only the information to be acquired, but also that accumulation that has come from a pre-school experience.

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From personal experience, we can say that children, normally, want to learn to read. The magic symbols on books and papers are intriguing. They want to go to school to get at the bottom of all this mystery that surrounds them. But, from probing our memory, we are at a loss to tell how or when we learned to read. We were not interested in the material provided for our labori-

ous mental gymnastics of the schoolroom; no, we suffered, and remembered that we had real stories at home that we could read in peace and comfort, without the intrusion of the teacher. The teacher was striving to be helpful, but she could not realize that this particular youngster, at least, was fascinated by words—with their appearance, their sound, their symbolism. Of course, he could not at the time analyze or separate these reactions, but now, in adult reflection he can see that this was a part of the child reading reaction. Moreover, it seems apparent that all children share this experience in a greater or less degree. Looking over readers of recent publications impresses one with the necessity of a careful choice of words. The choice must be appropriate to grade, subject, the possibilities of understanding and permanence, and from the necessities of style. This latter is hard to define or analyze.

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Teaching a child to read the English language is complicated by the fact that, while the symbols are largely inflexible, the meaning may vary quite considerably. Fennell discovered, in a recent study, twenty meanings for "in." Book states that "The ability to read accurately and fluently hinges, in the final analysis, upon the correct observation of words or combinations of words and upon the degree of skill that has been attained in having these printed language symbols suggest to the reader the meanings which they represent." An editorial read some time ago headed "Words that Laugh and Cry" impressed us with the responsibilities of authorship as well as the contributing significance of reading as such. It is so easy to let pedagogical interests degenerate into mere philosophical bone-chewing, mulling over a meal that has long since lost all intrinsic flavor. We must not lose sight of the laughter and tears of the childhood for whose development instruction in proper reading habits must be made a matter of serious study. Again quoting Book: "In no case can the interpretation and recognition of sentences proceed faster than the word units can be recognized and properly interpreted." Reading words must be arranged "in their proper language setting."

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Within recent years we have had reason to change our conception of the mental reactions of the young child. This seems to us a wearing down process since we recall so many biographical statements by various writers that seem to indicate that all was not right in the relationship between the adult and the child. The revelation of infant difficulty that comes to one reading the various reports on studies of children, as for instance, Shinn's "Biography of a Baby," suggests that there may be something wrong in the attitude of much primary instruction. We marvel, sometimes, at the unsympathetic impatience of the teacher who is obviously out of imaginative touch with the mentality of the child. Sympathetic understanding and controlled imagination is the secret of successful teaching, and in no field is this so necessary as in reading. There can be no true teaching without the imaginative placing of oneself inside the child, seeing with his eyes, hearing with his ears, and reacting to what is seen and heard and suggested—as he would. This complicates the task of both the teacher and the author.

Does it really matter what a child reads so long as he reads with absorbed interest? This question is suggested by the number of times that we have noted reference to the early reading experiences of prominent men. It apparently does matter, and we cite the example of J. M. Barrie. He was deeply and unmistakably influenced by his mother, who directed his reading interests. In all Barrie's successful writing there is plainly seen the effects of his earlier reading experiences. There is an obvious necessity of careful choice on the part of authors of books for children. We listened with interest to the discussions about textbooks by the learned leaders of the N. S. S. E. at Detroit. We heard them decry the tendency to demand de luxe editions of primers and primary readers, and their measurement, by the adult standard, of the total amount of reading matter in the average primer. We agreed with them some—and disagreed more. We rejoice when we remember that from our earliest years we had access to the best possible books, many of which were triumphs of the bookbinder's and illustrator's art. Some rather costly books were permitted with the one proviso of clean hands and care in handling. We never betrayed our trust, and, as a consequence of these contacts, our mind was filled with a wonderful gallery of memory pictures to which was added an instinctive aversion to shoddy books. There is value in appearance, in appropriate illustration, and the present tendency towards better books for children is a happy one.

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Character education is in the air, and we hear and read about it on all sides. But, Heaven forbid that we should submit the children to any sermons on behavior. It seems to us that intuitive understanding coupled with experienced appreciation of real children will give authors some conception of the necessity of weaving the warp and woof of character into the selections they put in readers for children. Sermonizing is apt to run off a childish consciousness like the proverbial "water from a duck's

back." Reading may contribute to the formation of character and do so without the obviousness of a sermon on behavior. We recall Mark Twain's plaintive reminiscence of his Sunday school library reading: "They were pretty dreary books, for there was not a bad boy in the entire bookcase. They were all good boys and girls and drearily uninteresting—I was glad to have their company and disapprove of it."

We are continually being told what the high school student reads and enjoys—voluntarily. This teacher and that, a committee here and another yonder advises us on how we may stimulate interest in what is called outside reading. But—we pick up the pedagogical press and find a continuing reiteration of both research and advice. It would seem to us that with the foundations properly laid in primary reading instruction, both from the standpoint of method and content, the skill so acquired, when given opportunity, will continue to develop the taste and reading activities of the pupil.

"Escape from the world" has been an ideal variously suggested and promoted from age to age, and in this present civilization, a remarkably difficult thing to do. Galsworthy, in a recent lecture, suggests that the only possible culture is through personal effort, and that is usually attained, for the most part, through reading rather than through any other activity. He claims that self-forgetful absorption and questioning come effectively through the reading process. This is on a par with the idea suggested by one authority on reading instruction that true reading is almost synonymous with thinking. We hesitate, however, because we also recall Dewey's discussion of thinking and his careful differentiation between a flow of consciousness masquerading as thought, and directed and focused mental activity. Standing at the threshold of unlimited opportunities, how shall the teacher make it possible for the child to take full advantage of his potentialities? Milton's Lycidas comes to mind and Ruskin's discussion of reading, particularly about the "hungry mouths" that are not fed and the "false shepherds" who are not faithful to their charges. We are dazed sometimes, not only by the number of books that are written, but by the multitudinous theories that are expounded on all sides on how and why in reading. The child becomes, as we suggested before, merely a point of departure for an argument, a theory, another set of books—and loses caste as the person primarily to be considered.

George Peabody College for Teachers

Where more than 35,000 teachers and administrators have been trained for educational leadership.

1932

Spring Quarter

First Term: March 23—April 30
Second Term: May 2—June 7

Summer Quarter

First Term: June 8—July 16
Second Term: July 18—August 26

George Peabody College for Teachers is an independent institution, — free to promote the development of educational methods and the scholarly preparation of teachers in liberal studies so as best to fit the needs of constantly changing conditions.

By entering at the beginning of the second term of the Spring Quarter, May 2nd, and remaining through the second term of the Summer Quarter, August 26th, a full semester's work may be completed.

WRITE THE RECORDER FOR CATALOGUE

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COMING ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

Columbia Network

Key Station WABC **Eastern Standard Time**

Monday, March 7

11.00 A. M. *Musical Alphabet.
3.45 P. M. Bryn Mawr Glee Club. From Philadelphia.
4.30 P. M. *National Student Federation of America Program, Otis Theodore Wingo, Jr., of Fort Smith, Ark.; Charles Edward Scarlett, Jr., of Baltimore, Md., speakers. Octet from Princeton University Glee Club.
6.00 P. M. *Current Events, H. V. Kaltenborn.
11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Tuesday, March 8

11.15 A. M. *Stories of the Living Great, Henry Ford.
11.30 A. M. *Current Questions before Congress, Senator Arthur Capper, Republican, of Kansas.
3.30 P. M. *Musical Americana.
7.30 P. M. *Kaltenborn Edits the News.
11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Wednesday, March 9

5.15 P. M. *"Bill Schudt's Going to Press."
10.15 P. M. *Adventures in Health, Dr. Herman N. Bundesen, Health Commissioner of Chicago.
11.00 P. M. *Toscha Seidel, Violinist, with Concert Orchestra.

Thursday, March 10

10.00 A. M. *Dr. Royal S. Copeland's Health Talk.
11.30 A. M. *New York Medical Society.
7.30 P. M. *Kaltenborn Edits the News.
8.45 P. M. *Angelo Patri, "Your Child."
11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Friday, March 11

3.45 P. M. *Columbia Educational Features. "Science: The Guardian of the Family Health," Dr. Huntington Williams.
4.45 P. M. *Curtis Institute of Music Program.
10.15 P. M. *Adventures in Health, Dr Herman N. Bundesen.
11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Saturday, March 12

12.45 P. M. *Wingate Athletic Program.
7.00 P. M. *The Political Situation in Washington Tonight, George A. Benson.
8.00 P. M. *Leopold Stokowski and Philadelphia Orchestra.
10.00 P. M. *Columbia Public Affairs Institute.
10.45 P. M. Seventh Anniversary Celebration, Death of Dr. Sun Yat Sen, Founder of the Chinese Republic.

AMERICAN SCHOOL OF THE AIR

2.30 P. M. Eastern Standard Time.

March 7. Charlemagne (History Dramatization).
March 8. Music of Scandinavia and Finland (Geography and Music, Symphony Orchestra and Soloist).
March 9. "A Northeaster," by Winslow Homer (Art Appreciation Lesson) Anna Curtis Chandler of the Metropolitan Museum of Art and Girls Glee Club.
March 10. Rhythm Instruments (Primary Music Program) 2.45 P. M., Children's Play, "East of the Sun and West of the Moon").
March 11. Library Work (Vocational Guidance talk by Alice J. Hazeltine, School of Library Science, Columbia University). 2.45 P. M. Current Events talk by Dr. Charles Fleischer.
March 14. Alfred the Great (History Dramatization).
March 15. Peer Gynt (Geography and Music) Symphony Orchestra and soloist.
March 16. Lorna Doone (Literature Dramatization).
March 17. The Woodwinds and Strings (Music program for the intermediate grades).
2.45 "Nature's Beautiful Workshop" (Elementary Science program).
March 18. Education (Vocational Guidance program, Commissioner Cooper and Agnes Winn of the National Education Association). 2.45 P. M. Current Events talk by Dr. Charles Fleischer.

National Network

Key Stations WEAF and WJZ **Eastern Standard Time**

Monday, March 7

11.00 A. M. *Sonata Recital, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
2.00 P. M. Health Talks, Dr. Charles Hendee Smith, "The Care of Children." March 14, Dr. George W. Kosmak, "Maternity Care." WEAF.
2.30 P. M. Current Events, Wing Lock Wei, "What Is the Status of the Chinese Woman?" March 14, J. C. Chatterji, Indian philosopher, "Ancient Wisdom and Its Modern Application," WJZ.
3.00 P. M. *U. S. Marine Band, direction of Captain Taylor Branson, WJZ.

Tuesday, March 8

9.00 A. M. *Morning Glee Club, WEAF.
11.30 A. M. *High School Band and Orchestra, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
3.00 P. M. *Music in the Air, directed by Osbourne McConathy, WJZ.
3.45 P. M. *U. S. Army Band, WJZ.
4.00 P. M. Magic of Speech, Vida Sutton, Action Sounds; the consonants. March 15, Anglo-Saxon Words, WEAF.
4.15 P. M. *Mormon Tabernacle Choir and Organ, WJZ.
4.45 P. M. Spotlights in Drama and Literature, with Montrose J. Moses, well known dramatic critic. Interviews with actors and play-

(Continued on Page 226)

* Features marked with a star will be on the air the same day and hour the following week.

Music Under Difficulties

By G. W. POWERS

Superintendent, Windham Central District, Vermont

THE need for more adequate music instruction in rural schools and in small high schools is very great. Leland and Gray Seminary, which serves as a high school, is located in the little country village of Townshend, Vermont. For several years there was absolutely no instruction in music here. The pupils came in from neighboring rural schools, where likewise there was no music teaching. The situation was serious indeed. At length the superintendent persuaded Miss Alice Jackson of Bellows Falls, who had just resigned as music superintendent in Rockingham after serving there for over thirty years, to see what she could do about the matter. Miss Jackson, because of her love of music and young people, accepted the challenge.

By train and bus it is forty-one miles from Bellows Falls to Townshend. Miss Jackson leaves Bellows Falls to reach Townshend Monday evening. If there are private pupils, lessons are given during the evening. One of the teachers whose home is in Townshend provides a room. The community club, the alumni association and friends pay the board and half the transportation of the music teacher. She gets only such remuneration as comes from the private and group pupils. But she gives an hour to assembly singing, an hour each to the boys' and girls' glee clubs, and a period to the junior high group.

After the work was started in the seminary, the Parent-Teacher Association became interested and made arrangements to finance one music lesson a week in the primary and intermediate rooms of the Townshend village school. The association is still carrying on, and the results with the children are most gratifying.

Soon the Parent-Teacher Association at West Townshend became interested and worked out a plan to have Miss Jackson come to this little village. The association pays for one lesson each week, and some of the parents transport the teacher on to Newfane, where again the Parent-Teacher organization is financing the work. The parents and friends take turns in carrying Miss Jackson to her train in Brattleboro.

Not one penny of public money goes into this work because there doesn't seem to be money in these small towns for even so important a thing as music. This is an illustration of the great inequality which still exists between the educational privileges of children in rural sections and those of the children in the larger towns and cities.

To assist in fostering this work would be a worthy use for a portion of the philanthropy which is being bestowed upon our great universities, some of which are already almost overburdened with wealth.

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Getting Along With Life

It is suggested that this page be cut from the magazine and posted on the bulletin board where pupils will see it. Permission is hereby given to editors of school magazines to reprint this article, giving proper credit to the author and the Journal of Education.

FINDING A LIFE WORK

Young People Should Be Dressed and Ready When Opportunity Knocks at Door

Getting along with life includes choosing the right career.

1. Visit stores, factories, offices and laboratories in order that you may get a line on what industry has to offer. In one of these visits you may see just the thing you are looking for.

2. Read the lives of great men — I mean great in a vocational sense; lives of Pupin, Edison, J. J. Hill, Girard, Ford, Burroughs, Morgan, Agassiz, Woolworth, Wilson. Modern biography is very readable, inspiring and useful.

Call the Pessimist's Bluff

3. Talk with interesting men about the work they are doing. Avoid the vocational pessimists. If you run up against only those who are dissatisfied with their jobs, you will never choose any vocation. If any one starts off with: "Now, my boy, don't ever think of taking up this line of work . . ." break right in and inquire, "Why not, sir? To what do you lay your failure? What is behind this discouraging statement?" Nine times out of ten you will find the dissatisfied man does not know why he is dissatisfied. And ten out of ten wouldn't on a pinch change their jobs unless driven to do so.

Go At It Scientifically

4. Then read books about vocations. Your public library has such a list. If it hasn't, drop me a line and I will suggest some. In reading the description of each vocation note the following:—

(a) Opportunity for advancement.
(b) Amount of training required.
(c) Methods and amount of remuneration.
(d) Permanency of employment.

Now Analyze Yourself

After you have done these four things you are ready to sit down and ask yourself: "How am I fitted for choosing a particular vocation? Have I an interest in a particular field? Am I going to keep on having that interest? Am I willing to study for it? Am I willing to start at the bottom and work up? Have I the time and money to put into preparation? Will I be satisfied with my choice twenty years from now? What will the job be like twenty years from now?

After you have answered these questions to your own satisfaction you will still find that Fate has a very clever way of upsetting the vocational apple-cart.

Nevertheless, choose your work. Get a job in it. Stick to it unless you can better yourself by changing. Listen for Opportunity to knock at your door. Go to bed with your clothes on and a flashlight at hand and when Opportunity comes, say, "I'm ready."

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Arthur Dean

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Arthur Hugh Clough

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Power Development

(VISUALIZATION)

THOSE of you who have followed these Workshop Conferences have, no doubt, noticed the emphasis that has been placed upon the necessity for creating within the child constructive emotional responses. It has been pointed out to you how very vital a part emotions play not only in any character training scheme, but in any scheme which deals with human development. It has been pointed out, also, that, biologically, the emotions come into being prior to mentality, that they represent a more intimate contact between the body and the life principle that actuates it than the intellect itself. As a matter of fact they represent an inseparable contact since even in a state of imbecility, emotional values persist and have profound influences. Of course, the essential reason for stressing the biological importance of the emotions is merely to convince you that where there are such tremendous relationships it is only reasonable to assume that there is a corresponding tremendous influence and that any scheme of child training which overlooks this vital fact will of necessity produce an incomplete personality.

The Workshop Conferences to date have dealt with this side of our problem and have been confined pretty largely to those grades lying between four and eight. It is apparent, however, that any character training scheme that does not involve the primary grades including the kindergarten is hopelessly deficient. It is apparent to anyone who has had dealing with children that the emotional reactions are particularly violent at this period, and, therefore, need particular attention. It is my hope at some later time to show you how children in the primary division may be subjected to very powerful emotional stimuli in a definite and systematic way as part of their daily routine, but today I wish to speak particularly of an entirely different side of the matter.

Has it ever occurred to you that the child brings with him to the schoolroom on the first day he enters, something more than a body and a mind? It would be interesting for you to ask yourselves this question and answer it before reading on. You will answer at once that he bears with him an emotional nature. Has it occurred to you that he bears with him also an undeveloped system of developable powers?

For instance, he brings with him definite powers of visualization, and by visualization I mean the power of accumulating facts and ideas through the contacts which his senses establish for him with the material world about him. This power has, of course, an outward and inward significance. He brings with him, also, a distinct power of rhythm, from which he derives much pleasure, and which he strives constantly to exercise because he unconsciously senses its necessity for rhythmic growth. He brings, also, strong powers of imagination.

Now, just where does the primary school in the average curriculum pick up these power lines and work consciously and consistently, day after day, for their further development? Let us examine a characteristic reading lesson over which the average child busied himself for a good part of his early school life. No matter what system is employed, strong reliance is placed upon memory. This is stimulated in a great variety of ways, and insofar good work is done, but the direct object of the whole effort is the teaching of reading, which in the last analysis is an intellectual process. It is true that certain power growth results from the visualization of reading symbols, but it is incidental, but once such symbols are mastered progress along this line in power development ceases. Nowhere in the average reading lesson is there a conscious and definite effort made to develop the child's power of seeing and retaining indefinitely the image of the thing that he sees, and yet this is a perfectly feasible program which can be worked out in great detail for classroom application, and would involve not only the stereotyped reading elements, but elements of art, nature study, symbolisms and a vast variety of other approaches. For instance, would it not be possible to aid the growth of this power of visualization by subjecting the eye of the child to certain rhythmic exercises, not as flash cards are used, involving a definite intellectual effort which to my mind

counteracts to some extent their value as power developers, but any number of forms among the most important of which would be units which enter into design for later use, of course, in rhythmic expression along art lines. For instance, if a teacher placed one wing of a butterfly upon the blackboard, drawing down over it a map, and then were to gain the attention of the child and uncover the drawing, doing this a number of times in rhythmic succession, she would be, to my mind, giving an elementary exercise to the powers of visualization. She would find, at once, that a child subjected to this device would be able to go to the board, even in the first grade, and approximate what he had seen in chalk. If at a later time he were taught to reverse the wing upon itself, he would find himself producing a rhythmic unit of imaginative value since it would represent, in symbolic form, the original butterfly that the teacher had in mind.

I give this instance somewhat in detail merely to indicate what I mean. It would be a simple matter to evolve a definite technique given over entirely to the effort to develop powers of visualization which would occupy an hour of the child's time each day.

I am firmly convinced that intelligent efforts made to develop the three fundamental powers of childhood mentioned above would result in profound personality changes which would be vital in the development of character.

Note, for instance, the influence that a pronounced development of the power of outer and inner visualization would have upon the child's ability to learn readily, to reason and to develop a comprehensive memory. It occurs to me that the influence on the subject of spelling, which is largely a matter of inner visualization, would be very pronounced. The subject of arithmetic would profit immensely. In other words, the child, through the flexibility and extent of his mental content, would find himself in a position where discouragement and defeat would have less chance to enter as character destroyers.

The next Workshop Conference will deal with the subject matter of power development along lines of rhythm.

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BOOK TABLE

HOW TO KNOW TEXTILES. By Cassie Paine Small. Enlarged Edition. Cloth. Illustrated. 394 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

"How to Know Textiles" is more important to every woman than most of the things insisted upon being studied in the curricula of any grade, in any month, in any school.

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"How to Know Textiles" as prepared by Cassie Paine Small is of incalculable value industrially and politically, socially and domestically, sectionally, nationally and internationally.

One of the tragedies of 1931 was the frantic protest of one of America's most important city daily papers against the teaching of fabrics and cloths instead of traditional useless subjects.

HOME GEOGRAPHY ACTIVITIES BOOK. For Third and Fourth Grades. By De Forest Stull and Edwin J. Raisz, both of Columbia University. (8 by 11 inches.) Chicago: A. J. Nystrom & Company.

This is the latest invention of ways and means to help children as they turn from childhood to boyhood and girlhood to think why everything in human nature changes as it does in nature.

We have never seen any other plan to require pupils to see clearly how every month makes everything in nature change entirely from what it was a year before, and in the same lesson on the same pages have the same class think keenly how human nature changes as completely in every way from what it was a year before.

Professionalists have tried to say this in textbooks for teachers and have written about it in scholastic fashion in geographies, but this is the first time that we have seen it possible to make every child see and think at the same time so actively that it is impossible for the slowest minded boy or girl not to keep nature and human nature distinct and at the same time know how definitely they are related.

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AMERICAN INDIAN DANCE STEPS. By Bessie Evans and May G. Evans, both of Peabody Conservatory of Music. Introduction by Frederick Webb Hodge. Illustrated in colors by Pogege San Ildefonso, Indiana. Wonderful binding. New York: A. S. Barnes and Company, Inc.

This is a wonderful revelation of the native superiority of the North American Indians in art and grace.

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From every angle this remarkable book is a notable contribution to the white man's indebtedness to the native Americans.

NEW STORY READERS. By Cassie Boykin Burton, University of Tennessee, and Elizabeth J. Boykin. Illustrated by Catherine Miller. Cloth. Illustrated. Boston: Richard G. Badger.

This is an entirely original group of children's stories, all easy to read, all of interest to children.

The illustrations are as original as the stories, and have as much interest, because they are unlike any that children will see elsewhere.

The stories are instructive historically and otherwise. In every way they stimulate interest. There are games of various kinds.

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EVERYCHILD, AN AMERICAN IDEAL. By George William Gerwig. A beautiful booklet done by the Roycrofters at their shop, which is situated in East Aurora, Erie County, New York.

Mr. Gerwig, Henry C. Frick Educational Commission, Union Trust Building, Pittsburgh, Pennsylvania, has made a study of several of the best schools of the world for the sole purpose of finding in an entirely impartial, scientific way what is best for children.

This book groups Dr. Gerwig's three important tours for the studies of schools, and this report is a really brilliant treatise on the best education of American children by one who has studied critically mistakes of other peoples and whatever of better ways and means was discovered by one who was always looking for the best everywhere.

See the editorial on "Everychild" in this issue.

Books Received

"Legal Aspects for the Records of Proceedings of Boards of Education." By M. R. Keyworth. New York City: The Bruce Publishing Company.

"The Ship Book." By Jean H. Dukelow and Hanson H. Webster. Boston, Massachusetts: Houghton Mifflin Company.

"La Redaction chez les Petits." Par Marie Fargues.

"The Johns Hopkins University Studies in Education, No. 17." Edited by Florence E. Bamberger. Baltimore, Maryland: The Johns Hopkins University.

"Emotion—School Betterment Studies." Pittsbugh, Pa.: Henry C. Frick Educational Commission.

"Philanthropy for the Future." Edited by Alfred W. Anthony. New York City: Federal Council of the Churches of Christ in America.

"My Caravan." By Eulalia Osgood Grover. — "Sandy: The Tin Soldier of the A. E. F." By J. Hal Connor.—"Karl's Wooden Horse." By Lois Donaldson.—"Kylle Kluk." By Lois Donaldson. Chicago: Laidlaw Brothers.

"Gregg Shorthand." Junior Manual. By John Robert Gregg.—"Transcription Drills." By J. Walter Ross. — "Gregg Typing, Techniques and Projects." By Sorelle & Smith.—"Understanding Advertising." By Raymond Hawley and James B. Zabin. — "General Business Science." By Lloyd L. Jones and James L. Holtsclaw. — "Condensed Rules for English Composition." By M. E. Gray. New York City: The Gregg Publishing Company.

"Home Economics." By Cora M. Winchell. — "Towards Better Education." By David Snedden. — "Pupil Adjustment in the Modern School." By Cecil White Flemming. New York City: Teachers College, Columbia University.

"The House on the Hill." By Bertha Clark. Boston: Little, Brown and Company.

"Health and Ideals." By J. F. Williams. — "Teachers' Manual." By J. F. Williams and T. Dansdill. Boston: Benj. H. Sanborn & Company.

The News Digest

Boys Today Doubt Old Success Code, Survey Indicates

NEW YORK.—The thrifty heroes of Horatio Alger, Jr., who kept tin cash boxes and married their employer's daughter, are not only unknown to most of the bootblacks and newsboys of the present, but are disapproved of by many of those who do know of them.

While Frank Merriwell has been known to gamble and once, on a midnight adventure while in Yale, robbed a hen roost, he apparently leads in popularity in the older series of books.

These conclusions, drawn from the results of a questionnaire circulated by the Children's Aid Society among more than 7,000 boys who attend its nine Boys' Clubs, and among the boys who live in the Newsboys' House, are reported by Owen R. Lovejoy, secretary of the society.

"The axiom that a good boy always succeeds, as developed in most of Alger's stories, is accepted not without question by boys today," Mr. Lovejoy reports. "The boys from eight to eleven acquiesce for the most part, but doubt increases with age, and the middle group—the boys range in age from about eight to twenty-one—has begun to question his philosophy. As one boy of fourteen puts it, 'success may be gotten by starting at the bottom, but it's not as easy as Alger says.' By the time he passes sixteen, the fallacy of Alger's doctrine becomes more and more apparent and calls forth a series of rather strongly felt objections."

About half of the boys, the investigators found, own at least one treasured book.

Schools Segregate Talent in Australia

SYDNEY, Australia.—Experimental classes have been established in the schools of New South Wales to discover whether it is worth while to spend extra money on the education of children of superior ability. After mental tests and a thorough medical examination these "super" children will be given every opportunity to develop their latent qualities. Their achievements later, as adults, will be carefully noted.

NEW YORK TO STUDY PUPILS' MINDS

Bureau Established to Aid Proper Adjustment of Normal Children in City School System

NEW YORK.—Devoted to promoting the mental health and efficiency of pupils through sympathetic direction, the recently established Child Guidance Bureau of the New York City public schools now is ready for intensive work. The project is considered by educators as one of the most advanced steps in pedagogy made for years.

The director of the bureau, Dr. Leon W. Goldrich, recently completed his preliminary lectures on this important educational trend delivered to the 36,000 teachers of the system. A compact organization for spreading the progress of this new activity has been formed under the title of the Educational Association to Promote Mental Health of the Children of the New York City Schools. Installation of the bureau is being made in commodious quarters at School No. 59, where fifteen rooms have been altered for its needs.

The bureau will endeavor to see that every child in the public school is properly adjusted to his studies through the promotion of mental health. The city has had for years special classes for backward pupils, and for those handicapped physically. The Board of Education now enters upon a policy of giving expert supervision to the children enrolled as normal. The innovation also is an opsonic index of the growing dissatisfaction with the too much standardized tests of capacity and intelligence of the child mind. This tendency was emphasized recently by Dr. Ben D. Wood, director of the Bureau Collegiate Research at Columbia University, in an address before the first general meeting of the Educational Records Bureau.

In testing the mental capacity of pupils the initials "I. Q.." are employed by the experts without stint. The brain powers are measured as the "Intelligence Quotient." The pupil with the high "I. Q.," however, sometimes proves to be no great success in life because he lacks the ability to get along well with his fellow human beings. He is mal-adjusted because his "social quotient," as Dr. Goldrich puts it, is too low. A student strong on both counts is likely to be happy and well placed in society; one lacking in the "I. Q." and especially the "S. Q." requires guidance and help in his school days if he is to become useful to himself and the world in his mature years.

Student Interest Is Increased by Classroom Films

WASHINGTON.—After many experiments and surveys have been carried on with the movie by the general staffs of education behind the lines to determine its usefulness in the classroom, word has now come from the actual front—from the teachers who are using the films in the course of their regular work. Their opinions have been gathered through questionnaires answered by some 6,000 principals and superintendents in the United States in a survey conducted jointly by the Motion Picture Division of the Department of Commerce and the Federal Office of Education, the results of which have just been made public by J. O. Mallott, specialist in the latter bureau.

Almost unanimously—98.9 per cent.—the teachers testified to the usefulness of films, describing them as being "helpful, or very helpful, in creating an increased interest in school work and a sustained interest in topics studied." One large problem, however, they indicated, with almost equal unanimity, still remained to be solved, that of having the opportunity to make sufficiently detailed study of the films to get the maximum value out of them.

More than sixty per cent. of the principals and superintendents reported that they were using films in some way for educational purposes, by far the larger proportion of films shown having a direct connection with studies.

High School Freshman is 39

PORTLAND, Me.—Harry Popkin, thirty-nine years old, is the oldest freshman at Portland High School. He finished grammar school in 1914 and then set out to see the world. Recently he decided to complete his schooling.

SHAKESPEARE'S SCHOOL

Enlarged by Addition of New Classrooms

STRATFORD-ON-AVON, England.—The first group of new buildings which are being added to fifteenth century Stratford-on-Avon Grammar School, where Shakespeare gained his early schooling, has just been opened.

Accommodation for more than 100 additional pupils—about 400 boys in all—will eventually be provided in modern, but Old World style quarters, harmonizing with the Elizabethan houses in the same street.

The buildings which have just been opened consist of two blocks containing five classrooms and a physics laboratory, and have cost 11,000 pounds sterling. The main buildings are to be grouped round a quadrangle, backing onto the ancient Guild Chapel and the beautiful half-timbered buildings of the old school. That will not be touched, and the new school has been so designed that it will not clash with the old.

The history of Stratford Grammar School is bound up from the earliest time with that of the adjoining Guild Chapel, which was built about the middle of the thirteenth century. From rather fragmentary records it would seem that a school existed, probably in connection with the guild, early in the fifteenth century. In 1482 the Stratford Grammar School was formally constituted and endowed by Thomas Jolyffe, a priest of the guild.

In the reign of Henry VIII it was renamed "The King's New School of Stratford-on-Avon." The schoolmaster was to receive twenty pounds sterling a year.

Budget Deficits Of 233 Colleges

CINCINNATI, Ohio. — Shrinking college finances, with the accompanying difficulty of maintaining standards, presented the biggest problem for consideration of the Council of Church Boards of Education in convention here. A nation-wide survey, completed only recently, showed that 233 institutions established a net saving of $1,483,331 over 1929, but that, despite the economies, budget deficits at the end of the year just closed aggregated $1,990,097. Attendance showed a slight increase. The survey, made under auspices of the Liberal Arts College movement, which represents a majority of the denominational and privately supported schools, showed Eastern colleges with the greatest tendency toward expansion of budget, and the least tendency toward contracting budgets in the last two years. Southern colleges showed the least expansion and the greatest curtailment of budgets, while mid-Western colleges showed the largest expectation deficits.

Quincy Teachers Reject Wage Cut

QUINCY, Mass.—Rejecting Mayor Thomas J. McGrath's proposal of a 5 per cent. wage cut, 500 Quincy school teachers have made a counter proposal, offering to work one or two weeks a year free during the depression. This voluntary sacrifice would amount to $24,000 a week. A conference was held between Mayor McGrath and the school committee, but definite action was deferred until another meeting of the board.

Minneapolis Plans Summer "Pay" School

MINNEAPOLIS, Minn. — Summer school instruction will be provided in Minneapolis public schools this year for students able and willing to pay for it, Carroll R. Reed, superintendent, revealed here. The superintendent began working on a summer school plan after the Minneapolis Board of Education decided to abandon the regular summer instruction because of lack of funds. Mr. Reed explained his efforts were prompted by a desire to forestall the development of "bootleg" establishments which are feared would spring up to take the place of summer schools.

School Board Bans League

PITTSBURGH, Pa.—The Pittsburgh Board of Public Education has settled the question of the League of Nations. That is, it has settled it so far as letting high school students enter essay-writing contests on it at the behest of agencies from the outside. Henceforth such writing is not to be done. It is not that the board has anything personal against the League or is discriminating against it—or that it would be against discussion of the subject by pupils in programs arranged within the schools—but it is shutting the door against encroachment upon the time of the pupils by outside forces.

Student Loan Fund Sought by College

CHAPEL HILL, N. C.—An appeal for donation to loan funds to save the college careers of nearly 500 students was issued by Dr. Frank Graham, president of the University of North Carolina, at a mass meeting here. Dr. Graham addressed students, faculty members and townspeople asking between $100,000 and $200,000 be subscribed for funds to be loaned to students so that their education might be completed. He pointed out that between 300 and 500 students would be forced to leave college unless funds were increased to care for their needs.

HAND LABOR DOES NOT DAMPEN STUDENT ZEAL

WEISER, Idaho.—Five hours a day of manual labor in addition to school work does not necessarily dampen the enthusiasm of youth for education, in the Far West at least, for this is a condition upon which students attend the Intermountain Institute at Weiser, Idaho. A recent study of its graduates shows that more than fifty per cent. of them go on to a college or university.

More than 2,000 young men and women, most of them from homes as much as fifty miles from the nearest high school, have received a secondary education through the institute. They are not merely boys and girls, but often grown men and women in their thirties; and their eagerness to get their lessons is such that the institute has to enforce a rigid rule that lights be out at 10. "They'd go on studying all night if you'd let them," declares E. A. Paddock, founder and president.

The institute gives a regular high school course, but adds domestic science for girls and manual training for the boys, while instruction in agriculture, stock judging, carpentry, blacksmithing and auto repair work is available to help fit the young ranchers for an independent life on the land.

Post-College Aid Advocated by Dean

NEW YORK.—As college training in liberal arts "of itself rarely qualifies a young man" for earning his living, colleges should provide their graduates with sound advice in the critical period of re-adjustment, Dean Archibald L. Bouton of the New York University College of Arts and Pure Science said in his annual report to Chancellor Elmer Ellsworth Brown. "The problem that confronts our graduates at the completion of their college courses is one of great difficulty and one which should receive constructive treatment by the college authorities," Dean Bouton said. He urged the appointment of a properly qualified vocational officer to deal with the problem. Dean Bouton asserted that a young man with a college training in liberal arts should supplement his education with professional and practical studies in order to enable him to earn his livelihood.

School Children Studying Bible

KANSAS CITY, Mo.—More than 2,500 Kansas City school children now are engaged in studying different phases of the Bible, and religion is becoming one of the most popular courses in the schools. The classes, conducted by the education commission of the Kansas City religious council, are held in churches near the schools.

Southern California U. Doubles Its Size

LOS ANGELES, Cal.—A remarkable example of educational growth is revealed in figures compiled at the University of Southern California, showing the development of that institution in the last decade. The statistics represent the change that has come during the administration of Dr. R. B. von Kleinsmid, president of the University, who has just reached his tenth anniversary as head of the institution. The following facts are cited: In 1921 the university consisted of nine schools and colleges, now it has twenty. In the decade its student membership has grown from 5,635 to 16,185; its faculty from 283 to 481. Ten years ago 398 degrees were granted at graduation, last year 1,388 were given out. Its net assets have trebled in value.

Fund to Aid in Training Negroes

ATLANTA, Ga.—To aid in training Negroes for business careers, the Carnegie Corporation of New York has made a $100,000 grant to Atlanta University for a professor in its graduate department of business administration, it was announced by Dean Sage, president of the University's board of trustees. Graduate courses were begun by Atlanta University two years ago, following an affiliation agreement with Morehouse College for men and Spelman College for women. In accordance with this agreement, efforts are being made to establish a university with modern standards in the heart of the South. Undergraduate instruction is confined to Morehouse and Spelman Colleges, while all graduate work is undertaken by Atlanta University. John Hope, president of the university, said that as Negroes had little opportunity to learn business procedure at first hand as clerks and apprentices, it was necessary to give them technical training if they were to engage in business successfully.

Hotel Installs Educators' Room

NEW YORK.—For the convenience of educators visiting the city, Prince George Hotel has fitted up an "Educators' Room" where college, public school, private school and camp literature may be found. Amid pleasant surroundings, the teacher may use the facilities available. Comfortable chairs, radio, reading and table lamps, desk and chintz-covered furnishings add to the attractiveness of the quarters. The room adjoins the library, where the matron is in charge of books of many kinds, current fiction, biography, travel and others which are at the disposal of guests. This is but one of the many conveniences accorded teachers and school executives at the Prince George Hotel.

Science and Home Life

WASHINGTON.—The day when the teaching of science in connection with home making was considered a fad or at least as unnecessary is rapidly disappearing, asserts the Federal Board for Vocational Education. Any one who is skeptical on this point needs only to look in on the vocational home economics classes in operation in any section of the country today to be convinced of the truth of this statement. With the vocational schools giving courses in science as it applies to every phase of household economy, whether it be child care, foods and nutrition, home furnishings and equipment, sanitation and health, or textiles and clothing, it is no longer necessary for the homemaker or the prospective homemaker to be ignorant of scientific principles. It is recommended that the teaching of science in the vocational home economics school must be set up in such a way that the girl of fourteen years of age or the house mother can use it in the solution of her own home problems.

World Court Map For Teachers

NEW YORK.—Of interest to history teachers and students in connection with study of international relations is the World Court map just issued. The map is printed in colors, and is 22" x 34" in size. It illustrates the achievements and membership of the Permanent Court of International Justice. There are on it inset pictures of Elihu Root and of American judges on the Court, past and present. Copies are available for fifteen cents at the National World Court Committee, 18 East 41st street, New York City, or the League of Nations Association, 40 Mt. Vernon street, Boston, Mass.

Spain Trades Battalion For School

MADRID. — Premier Manual Azana traded the town of Jativa, near Valencia, a $50,000 high school for a battalion of soldiers.

Under the monarchy it was customary to station troops in the various towns, retailers reaping a harvest on pay days. Jativa's merchants asked the return of a battalion formerly barracked there.

"I can't do it because the 1932 military budget doesn't provide for it," explained the Premier. "But I can build you a $50,000 high school. The towns should realize that they can get along without soldiers better than without education."

MEXICAN LITERACY

Great Gain Is Shown in Ten-Year Period

MEXICO CITY.—The nation-wide educational campaign instituted ten years ago by President Obregon and continued by later administrations has resulted in a climb in literacy statistics from less than fifty per cent. of the population in 1920 to between seventy and ninety per cent.

Newspapers, phonographs, radios, and Mexicans returning from the United States and the larger cities of Mexico are stimulating an intellectual curiosity in the isolated regions which is lending encouragement to the establishment of small schools in those sections, according to education authorities.

Typical of the strides being made in the national campaign is the rise in literacy percentage reported in the federal district by the Government Statistics Department.

Of children within the district, between the ages of ten and fourteen, 93.27 per cent. are able to read and write, it was reported. Between the ages of fifteen and twenty-nine, 80.38 per cent. are literate, and of the men and women thirty and over, 74.84 per cent. are able to read and write.

Since 1910, when 64.63 per cent. of the population of the federal district were literate, the percentage has steadily risen until today it is 75.13.

One of the paramount objectives of the revolutionary administration, the education of the mass of the Mexican people, is a work that has been annually carried forward with the construction of new schools and the improvement of institutions already established.

School Courses Not to Vary

NEW YORK. — Although several district school superintendents here favored the preparation of separate courses of study for bright pupils and for slow-progress pupils for city-wide use in the grammar schools, the Board of Education's committee on revision of the elementary school course of study deemed such a step "not advisable," and will proceed in drafting uniform courses of study for all types of children, it was disclosed recently. In a circular to the thirty-two district superintendents Dr. William J. O'Shea, Superintendent of Schools, endorsed the revision committee's decision and said it was the duty of the district heads and principals to modify the time schedule, the course of study and the syllabuses "to meet special conditions and special types of pupils."

APTITUDE TESTS

Wisconsin Pupils Rated for Intelligence

MADISON, Wis.—Children of professional men in Wisconsin rank higher in intelligence than do the children of any other occupational group, according to the results of aptitude tests given in recent years to more than 54,000 seniors in high schools throughout Wisconsin.

Results of the tests have been compiled in a bulletin recently published by the Bureau of Guidance and Records of the University of Wisconsin.

The children of Wisconsin business executives ranked second in intelligence ratings, but they were followed closely by those of clerical workers, retail dealers and salesmen and clerks in the order named. The children of skilled artisans gained the next highest intelligence rating, while those of day laborers and farmers were next in order, according to the list of percentage ranks in aptitude tests contained in the bulletin.

Dividing the children of each group according to sex, the report revealed that there are three groups in which the boys seem to be of slightly higher intelligence rating than the girls. These groups consist of the children of the professional, business executive, and the salesmen and clerks parental occupations. In all the other occupational groups there was no appreciable difference in the intelligence scores of boys and girls except in the case of the children of farmers, in which the girls are slightly superior to the boys.

Methods of Selecting Education Heads

WASHINGTON.—For years authorities on state school administration have been recommending that the state superintendent of public instruction should be appointed by the State Board of Education, says the Federal Office of Education. These recommendations have received but little consideration, judging by the number of states in which the state superintendent is still elected by the people. In 1890 this official was elected by popular vote in twenty-nine states; in 1910, in thirty-two states; in 1920, in thirty-four states, and in 1930, in thirty-three states. In Idaho and Wyoming, where there are two state officials, a state superintendent of public instruction and commissioner of education, the superintendents are elected by the people, and the commissioners are appointed by the State Board of Education. In 1890, according to Dr. H. E. Schrammel's The Organization of State Departments of Education, five methods of selecting the chief state school official were employed, namely: election by popular vote, appointment by the State Board of Education, appointment by the State Legislature and appointment by the Supreme Court. By 1920 the number of methods of selecting the chief state school official had been reduced to three—election by popular vote, appointment by the Governor and appointment by the State Board of Education. In 1930 these same three methods obtain.

Smith Students Knit For Children of Idle

NORTHAMPTON, Mass.—Smith College students have decided to knit, not for themselves, but for Northampton. The knitting fever seized the college last spring, and at that time Smith was reported to be the hardest knitting college in the country and nearly every Smith girl was wearing her own. It was no uncommon sight to see girls carrying large bundles of knitting wrapped in a towel, around to classes, lectures, tearooms, and even to the library. Since then the interest has not abated, but has increased its scope, and Smith has now taken up knitting for the children of Northampton. The children of the unemployed and others are in need of warm clothing, and the college girls have set about to satisfy this want. They are not only knitting sweaters of all sizes for all ages, but also mittens, woolly caps and baby booties. The less experienced knitters are making scarfs or blankets and wristlets, while those who cannot knit at all are buying wool for those more talented. The Smith College Association for Christian Work is cooperating with the Northampton Society for the Prevention of Cruelty to Children in distributing the finished products.

Pajama Ban In Manila

MANILA, I. I.—The pajama fad sustained a quick setback when it spread to the younger generation of this tropical land of white clothing which is almost as scant as the pajamas. When Pauline Butte, daughter of George C. Butte, vice-governor of the Philippines, and Agnes Busch appeared at Central Public School attired in white pajamas they were sent home by the principal almost by the time they had taken their seats in the classroom. After the two girls had departed, the principal, Miss Elizabeth Flagg, warned the other girls in the class they must wear "proper" clothing to class. "Pajamas are not uniform clothing," explained Miss Flagg afterward. "We are under the bureau of education and governed by its rules." Whether the pajama fad will gain other adherents among the younger generation remains to be seen.

GERMAN EDUCATION FEELING THE PINCH

BERLIN.—A circuit of some of the German universities and a closeup view of the domestic economy of their teaching force discloses a state of high thinking and plain living in which the plainness is of such character that one begins to wonder how long such loftiness of thought can be sustained on it, writes Hugh Jedell, German correspondent for the New York Times.

No privately endowed university corporations exist in Germany. All its universities and polytechnic schools are state institutions, and their salaries are paid out of the public purse, whose strings have been tightened with a pull made strong by the country's economic plight and the government's grim determination to balance its budget.

The decree of December, 1930, cut university salaries six per cent., which was felt as a great hardship, but it seems nothing now since last December's emergency decrees have sheared salaries down by twenty-one per cent. and lecture fee quotas even more, Mr. Jedell declares.

National Paper For College Students

WASHINGTON.—On college campuses throughout the country The World Student Mirror, an intercollegiate newspaper, is making its appearance for the first time. This new undertaking is being launched by the National Student Federation of America not only despite the depression but because of it. Present economic conditions have helped somewhat to awaken the apathetic American collegian to a sense of his responsibilities as a citizen, the federation leaders believe, and the paper is to foster this development. A picture of the present undergraduates' interests is thus to be viewed through the eyes of recent graduates. The first issue contains articles on the widely divergent way in which undergraduate organizations are meeting problems common to every campus—censorship of college press, unemployment aid, self-support in college and the like. Summaries of political news in the United States and abroad will also be featured because the creation of a student opinion on domestic and foreign affairs is one aim of the federation.

Fingerprinting Of Pupils Banned

WHITE PLAINS, N. Y.—The Eastchester schools were being annoyed by numerous petty thieveries, and the board of education had an inspiration. It would fingerprint all the children. The parents had other ideas and protested indignantly against creation of a "junior rogues' gallery." The board postponed decision, probably permanently.

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College Sophomores To Take Cultural Tests

NEW YORK.—College sophomores throughout the nation will be asked this spring to take intelligence and general culture tests as part of a research project being developed by the Co-operative Test Service, under the auspices of the American Council on Education. The Co-operative Test Service is consolidating the twenty-year accumulation of research on achievement tests, and is attempting thus to throw light on problems of curriculum and administration in American colleges. The 1932 survey of college sophomores is part of a ten-year program fostered by the service under a grant of $500,000 from the General Education Board. More than 150 liberal arts colleges and teachers' colleges will participate, according to Dean J. P. Johnston, of the University of Minnesota, chairman of the advisory committee. "College associations feel the inadequacy of present methods of evaluating students," Dean Johnston explained. "These organizations realize the need of appraising individuals rather than institutions, for the best institutions have some poor students, and the poor institutions have numbers of good students."

Assure Teachers Of No Pay Cut

BOSTON.—Assurances that the salary schedule for teachers will not be cut despite the necessity for slashing $1,000,000 from the department's 1932 budget was given by School Committeeman Joseph J. Hurley to 300 teachers gathered at a recent testimonial dinner to Herbert Parker, former attorney-general for Massachusetts. To members of the Boston Elementary Teachers' Club, Mr. Hurley explained that $1,000,000 will be shorn from the appropriations for "permissive types of education," including recreational activities, playgrounds, and summer schools. The personnel of the regular teaching staff will not be affected, he said.

Teachers Raise Relief Assessment

NEW YORK.—City public school teachers and all other members of the teaching staff have voluntarily decided to assess themselves five per cent. a month for relief of the unemployed, thus quadrupling their present assessment and increasing their monthly contribution to the school relief fund to $400,000. With part of the additional money lunch rooms where free meals will be served to those in need will be established in eighty more schools in all parts of the city, thus bringing the number of free lunch rooms in the city's schools to 380. There are about 1,000 public schools in the city. The major part of the additional money will be spent for shoes and clothing for the children, and hundreds of additional families of school children will be looked after.

Traded in Scrip To Pay Tuition

CHICAGO.—Charles Dawes's bent for financial management dates from the first real job he ever had. During one summer vacation he was a surveyor on an Ohio road construction project. He did the task so well he was made chief engineer for one stretch of the road. He went back to a Cincinnati law school in the fall, but returned week-ends to supervise the construction crew, which was paid in scrip, for times were hard then. Young Dawes bought the workmen's scrip, sold it to bankers at a profit and made enough money to continue in school.

Called Reds, Teachers Bolt Meeting in Chile

SANTIAGO, Chile.—The National Teachers' Association convention broke up in a row recently when one faction accused the members of another as leaning toward communism. The latter group walked out and started its own meeting in a hall across the street.

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Schools to Train Chinese Aviators

CHARLOTTE, N. C.—This city has been selected as one of a nation-wide group for the establishment of a Chinese-American air school, where young Orientals will be trained in the science of aviation, J. J. Grady, manager of the Charlotte Airport, where the school is to be located, announces following the completion of negotiations which have been in progress for some time. The announcement said that Chinese-Americans who are sponsoring the movement were prepared to have 100 students and thirty airplanes here ready for training within two weeks, should there be no hitch in the final negotiations. Six months was designated as the training period that would be in force, with another class to come in when the first one finishes. The plan would cause the addition of eight or nine instructors to the air school staff here, Mr. Grady estimated.

Dr. Muzzy Blue-Pencils Georgia Debtors in Text

SAVANNAH, Ga.— Dr. David S. Muzzy, of Columbia University, has notified Savannah Board of Education he is blue-penciling references to Georgia's early settlers as "poor debtors and criminals" from further editions of his textbook on American history. The phrase caused a storm of protest here, and now, following conferences and correspondence, the Columbia historian has written Charles Ellis, president of the Savannah Board of Education, that he is "very glad, with the indorsement of the publishers, to eliminate from the paragraph the expressions objected to."

Philadelphia Makes High School Record

PHILADELPHIA.—The wheels of factories may not be whirring with their accustomed speed just now, but the pens of Philadelphia high school students have been racing over even more sheets of examination paper than ever before. The largest number of high school seniors ever graduated in a midyear commencement here have just received diplomas. Approximately 2,100 boys and girls graduated from nine high schools in the city itself, and 300 more received certificates in three suburban schools.

Schools Use Most Of State's Poll Tax

RALEIGH, N. C.—Three-fourths of the aggregate of all poll taxes collected in North Carolina counties must be forwarded to the state treasurer, along with the proceeds of the newly levied fifteen-cent ad valorem for the support of the public schools, it has been ruled by Dennis J. Brummitt, attorney-general. The per capita tax is $2, levied on men over twenty-one years old.

RURAL PUPILS GET MODERN BUILDING

KENNETT, Pa.—As if by a modern miracle, the school life of some 1,200 children in Chester County, Pa., has been abruptly transformed, and in place of the one-room rural units to which half of them went and two small schools which the other half attended, they have been catapulted—through the gentle agency of buses—into a modern brick consolidated school, built as the last word in its kind of architecture, at a cost of more than $1,000,000.

Thus in the Kennett School the districts of the quaint borough of Kennett Square and three adjoining townships have joined hands, with the substantial material aid of their "friend and neighbor," Pierre S. duPont, to provide equal educational opportunities for rural and city children.

Every modern feature of a city school, it is believed, is to be found at Kennett, from twenty acres of grounds down to a ventilating device for cloak rooms to provide warm air for drying wraps on damp days. A radio hook-up will enable the principal to broadcast programs and important communications to the entire school body.

Teacher Placements Gain at Syracuse

SYRACUSE, N. Y.—The new guidance program inaugurated at Syracuse University, together with the student-teaching arrangement made through co-operation of the Syracuse public schools, and the extreme care exercised in admitting students, will make it possible to find positions for almost 100 per cent of qualified registrants in the university's placement bureau in the future, Professor Ralph F. Strebel declared in a report on teacher placement. "Fifty-five per cent. more placements of teachers were made by us during 1931 than during the previous year," the report said. "Of the 478 vacancies reported to our teacher placement bureau, only 114 called for experienced teachers. More than half the calls, which came from 229 cities and villages in eastern states, were for teachers who could offer two, three, or four subjects."

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A New "Copeyism" Comes to Light

CAMBRIDGE, Mass. — Professors emeriti are like an old horse, in the opinion of Harvard's beloved "Copey" —Professor Emeritus Charles Townsend Copeland. A. William Reggio, '08, of Brookline uncovers the latest "Copeyism" in a letter to the editor of the Harvard Alumni Bulletin. It all happened at a meeting of the Harvard Club of Keene, N. H., on September 22, 1928. The guest of honor was "Copey," then newly elevated to the ranks of the "Professor-Emeritus Club." Satisfactory silence having been established, "Copey"—in a rather sad tone—delivered himself somewhat as follows, as nearly as Reggio can recall: "Gentlemen, until recently I did not fully appreciate what an emeritus is, and I am not so sure that it is as flattering to be one as I had thought. A few days ago, while driving through the country, my companion and I passed a field in which a horse was peacefully grazing. The horse was old, lame, spavined, moth-eaten, moulting, blind in one eye, and with ears drooping. However, it seemed peaceful and contented. That horse, gentlemen—was Emeritus!"

University of Texas Expands Its Buildings

AUSTIN, Texas.—The University of Texas, established in a cowpasture in 1883, will begin its greatest expansion program shortly when contracts are let for eight new buildings costing about $4,000,000. Nearly a century ago the third congress of the Texas Republic set apart fifty leagues of land to provide for a "university of the first class." The university opened forty-four years later in the midst of brick, mortar and lumber of an unfinished building, with an enrollment of 218 students. The university now is valued at $40,000,000 and has an enrollment of 5,887 students. With the $4,000,000 building program to be initiated, the university will be the outstanding institution of the South in physical equipment.

College Slang Is Behind Times

NORTHAMPTON, Mass.—College students are not batting out any new numbers when it comes to red hot slang, and you have the word of Dean Marjorie Nicolson of Smith College for it. She told the undergraduates at chapel that they were a generation behind the times in the matter of slang, which, she said, was accepted as a natural part of language, even by scholars, because it was pungent and brief. The same old words prevail throughout the country, the dean said. There was a period when college students used to set the pace, while now they seemed content to imitate. Until they can come across with something better than "OK" and "KO," they may as well say "yes," she declared, in effect.

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Grins Between Grinds

Incognito

It was the first day of school, and the teacher was taking the names of the children, those of their fathers and the business of each one. Small Lucy gave her name and that of her father, but hesitated and became silent when it came to his business. Urged by the teacher, she blushingly said:—

"He is Aunt Jane that does the woman's page and the beauty column of the newspaper."

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Advance Warning

The neighbors were coming home from the funeral.

"I'm sorry for Maggie," sympathized one. "I tell you it's a tough thing to be a widow with four children."

"It is," agreed the second. "But then, what could she expect? She knew he was a pedestrian when she married him."

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Mother's Part

Small Boy: "Mummy, we're going to play elephants at the zoo, and we want you to come."

Mother: "What on earth can I do?"

Small Boy: "You can be the lady who gives them peanuts and candy."

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Or His Legs

Small Mary, watching men in her grandfather's orchard banding trees, was told how this kept leaf worms down. Weeks later, in the city, she saw a man with a mourning band around one arm.

"Mamma," Mary asked, "what's to keep them from crawling up on his other arm?"

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Too Modest

The Visitor: "Who's the most enterprising man in this village?"

The Native: "Now lookit here, stranger, you'd better ask that there question of somebody else in these parts—I never was much of a feller for talkin' about myself."

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The Wind-up

"I hear Perkins had an accident."

"Yes, he has driven an ancient flivver for years and the other day he got a modern bus and when he didn't hear any noise he thought it wasn't going, so he stepped out to crank it."